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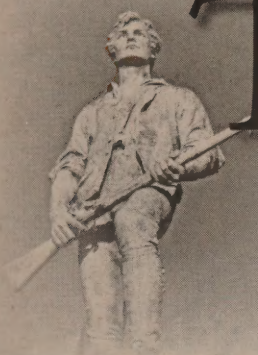


The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

Offbeat Athlete
Lexington High School freshman Ben Tso has achieved national ranking in tennis through his determination.
[turn to page 8]

Senior Destinations
They've endured four years of high school- now find out where the class of 2011 is off to next year!
[turn to pages 4&5]

Volume LII Issue V — June 2011

The end of an era: *After decades of teaching, Bogart, Fiveash and Girondel say goodbye to Lexington High School*

■ Anubhav Jain
News Editor

At the end of the year, Michael Fiveash, Steven Bogart and Karen Girondel will retire after teaching at the school more than 20 years.

Girondel and Fiveash, who teach French, Latin, and Mythology, respectively, at the high school, have been teaching in the Lexington public school system for 38 years while Bogart, who teaches drama classes, has been teaching for 22 years.

Their decisions to retire were not easy and were caused by many different factors.

Girondel's decision to retire had some of the same groundings as Fiveash's.

"A feeling that passion for teaching has been misinterpreted as negativity," said Girondel. "LHS was always a place where collaboration was organic and change came about through open and honest discussion; where debate led to innovative thinking and where what went on in the classroom was valued above all else."

On the same issue, Fiveash expressed similar thoughts.

"An unwillingness and/or inability to explain the reasons for a decision which I felt negatively impacted my students and my program," Fiveash said.

Bogart had a different perspective on his retirement.

"The decision to retire has been a six-year process of reflection and work," he said, "Life is short and precious, and I felt this was the time to take a leap of faith to live the rest of my life more as an artist."

Robert Harris, Assistant Superintendent of Human Resources, and Marie Murphy, the head of the foreign language department, both declined to comment for this story, citing personnel matters.

All three teachers said that they have experiences that they would miss after leaving.

"I am going to miss taking my French Literature class to Paris for a long weekend to see four plays in three days, as well as the musical of Notre Dame de Paris that my French IV class put on in 2000," Girondel said.

Fiveash also had similarly fond experiences at this LHS.

"Referre mora est: to tell would be a delay," he said. "The student parking lot so flooded that someone launched a canoe and 'circumnavigated' it; Dean Lasa in my sophomore Latin class and being 'assassinated' on the Ides of March by seniors with aluminum foil daggers."

For Bogart, his most memorable experiences were the pleasure he got out of seeing improvements in his students.

"Most of my great experiences are when a student discovers the art inside of them, or when a shy student struggling with self-consciousness and confidence suddenly takes the risk to push past their fears," he said.

Students expressed the influence Fiveash had on them.

[RETIREMENT page 7]

Flexibility policy seeks to reduce testing stress

■ Caitlin Go
Staff Writer

Lexington High School's new testing policy, the Flexibility Policy, allows students with more than two assessments on one day to reschedule the additional assessments. It will replace the odd-even policy.

Principal Natalie Cohen began working on the policy in September, calling for an Equitable Assessment Committee of faculty volunteers to look into an alternative to the ineffective Odd-Even Policy.

"This was in response to a lack of clarity that I perceived among students and faculty members," Cohen said. "Some people didn't know there was a policy, other people ignored the policy, other people said 'It didn't work so I'm not using it.' I thought, we need one way -- one high school, one way -- of approaching this."

The Odd-Even Policy was the former official testing policy for LHS, under which certain departments were allowed to schedule assessments on the odd days of the calendar, while other departments were allotted the even days. This policy applied to the weeks leading up to the end of a quarter, as well as to Fridays.

Calendar changes like snow days and holidays prevented an equal amount of testing days for each department, causing some teachers to disregard the policy. It fell into disuse.

"I don't really understand the Odd-Even Policy other than teachers have set days on which they're supposed to give tests," said sophomore Karen Lin. "It doesn't seem like it's made a difference in reducing the number of assessments I have each day."

In response to the unfairness of the schedule and student stress, the Equitable Assessment Committee researched a new assessment

[FLEXBILITY, page 7]

Photo Courtesy of Katherine Longo

Three members of the LABBB program stand on the podium after receiving medals for their participation in the annual Special Olympics on Wednesday, May 11.

Cam's Auto School suddenly closed

■ Catherine Qin
Staff Writer

On March 21, Cam's Auto School in Waltham closed down, leaving many confused and worried.

The owner of the driver's education school, Frederick Lovely, posted a sign on the front door to notify students that the school was no longer in operation.

Students of the Auto School had to find instruction elsewhere.

Lexington Community Education, which had formerly conducted its driver's education course through Cam's Auto School, has now switched to Lexington Driving School.

The Massachusetts Registry of Motor Vehicles is currently in the process of helping students to relocate to nearby driving schools, where they can resume their lessons.

According to a service alert on the RMV's website, it is "in the process of gathering all records and will ensure that

[DRIVING, page 2]

In honor of this year's retiring teachers:

Mr. Bogart Dr. Fiveash Mme. Girondel

■ Sophie Harari
A&E Editor

I walked into Improv class on my first day of freshman year expecting much but knowing little about my teacher, Mr. Bogart.

I had seen six of his shows, and I had heard that he was crazy.

I didn't always know what was going on in Improv. We used big words like "repression," and did spirit animal meditations.

It was the best class I took in high school.

Our hodgepodge group of scary upperclassmen jocks, hip sophomore girls and timid freshman dorks grew into a close-knit family within weeks, unified by lively debates, laughter and a genuine interest in learning about drama.

Mr. Bogart is a wonderful teacher, easily capable of encouraging such a class and of quietly inspiring all types of students to pursue theater at LHS.

I have always been dramatic, but I never would have pursued theater in high school without Mr. Bogart's support and encouragement.

I didn't get involved until he asked me to student direct the play my sophomore year.

I was initially too scared to offer any suggestions, but it soon became clear that I wasn't there to watch, I was there to learn.

Three years and five shows later, I was recreationally reading screenplays and looking for colleges with directing programs.

Mr. Bogart has been much more than a teacher and a director to students and faculty at Lexington High School.

During show week, I see him 10 times more than my parents. He's a creative force, a brilliant director and a really nice guy. I know his favorite rehearsal warm-ups, but also his favorite kind of cookie.

At rehearsal a month ago, when he announced his retirement, there were sniffles from students doing their first show, students doing their eighth show and teachers who have known him for 22 years.

Mr. Bogart will be sorely missed, but his influence on the performing arts department and entire school will live on for years. And personally, I can't wait to see what he does next.

■ Sarah Breitenfield
Staff Writer

If you had told me in eighth grade that during my senior year I would sit in on an advanced Latin class on Tacitus' "Agricola" on a college visit, I would have laughed.

But there I was in a tiny class equipped with one teacher and four eager students. After an hour and a half of identifying declensions and verb forms, class was dismissed and I approached the professor to introduce myself.

He glanced at my name tag displaying my school and exclaimed, "I went to Lexington High School as well! Are you one of Dr. Fiveash's kids? He was my teacher, too!"

Immediately, this intimidating college professor and I shared a bond: the same man inspired us both.

Actually, chance encounters with Dr. Fiveash's former students are not uncommon for me.

I first became aware of Dr. Fiveash in middle school. Upon hearing that I was planning to attend Lexington High School, my eighth grade English teacher recommended that I take at least one class with Dr. Fiveash. From there I began to meet more and more of his former students, from my cross-country coach to my friends' siblings.

Dr. Fiveash is a unique kind of teacher. He doesn't teach for short-term tests or exams. He prepares students to retain information for the long term, whether it is knowledge for Latin or mythology, or life.

He has the rare ability to connect with students on the individual level. In each of his classes, there are at least a couple of younger siblings of previous students. Families learn quickly to seek him out, another testament to his ability as a teacher.

His name is greeted with respect throughout the student body. Students unable to pursue Latin take Mythology, partially because they are interested in the subject, but mostly in order to experience lessons from Dr. Fiveash.

This year marks the end of 38 years of teaching, and many students, whether or not, they take Latin are saddened by his departure.

Certainly no student wanted to see him leave prematurely.

We will keep your legacy alive, Doc 5. Vale Magister!

■ Geneva Kropper
Staff Writer

Gigi. It is nearly impossible to summarize the impact of her teaching on the French students of Lexington High School in so few words. How can I possibly describe all of the infinite qualities that contribute to her excellence as a teacher?

Her subject knowledge is superb, but it's the way that she teaches that really sets her apart.

Her friendly attitude and the attention and care she gives to every student, no matter how skilled they are at the language, shows her students that she is truly invested in helping them learn.

For example, all of Gigi's students study French films. Over the course of a 90-minute film, Gigi translates every unfamiliar word. Her students learn hundreds of vocabulary words that would take months to learn in a conventional manner.

Gigi believes that her students can achieve more than they might themselves think. Otherwise, why would she introduce her level 2 students to film masterpieces such as "Les Choristes" ("The Chorus")? Or have them analyze French poems that even French 10th graders wouldn't tackle?

While I was far from Gigi's best student last year, her innovative teaching methods left me with a huge knowledge of French and an interest in the subject I hadn't had before her class. Many of my friends who have had her as a teacher feel the same.

I have no doubt that many students continue to study French throughout high school and college because of Gigi's teaching, and no doubt that if they return to thank her, Gigi remembers them. Madame Girondel seems to remember the name of nearly every student who has passed through the door of her classroom, maintaining close friendships with students who graduated long ago.

In addition to the countless hours she spends teaching and preparing for her French classes, Madame Girondel also organizes the student elections and is the faculty adviser to the French Club and Knowledge Masters Open.

It is because of teachers like Gigi that Lexington maintains its top-notch reputation.

Comic by Andrew Goulet

Best of Luck, Class of 2011! - The Musket Staff

DRIVING - PAGE 1

students get credit all lessons completed with Cam's."

The sudden and unexplained closing of the school was met with the surprise, frustration and disappointment by the many students who had attended Cam's.

"I had only taken one classroom lesson at Cam's Auto School when I found out about the closing," said Fiona Chung. "When I arrived at the Auto School to take my second classroom lesson, I found a note on the door saying that Cam's has closed. I thought it was a joke at first, but when I got home, I found that the [RMV] website confirmed the information on the note."

Students were naturally upset by the abruptness and disorganization of the closing process. "I was disappointed with the lack of information that they gave me, as well as the extremely sudden closing," said Chung. "I even tried to call for more information, but . . . it was not until about a month later that I got a letter from Cam's Auto School saying that they [were] sorry for the inconvenience and that they [would] keep us updated with further information."

There is also a worry that students at Cam's might lose the money they paid for the driving course. "They have not notified me about refunding the money I paid for the course, so I am just left to spend another $500 to pay for another driving school," Chung said.

Another former Cam's student had a similar experience. "They closed about a week before my lesson was supposed to take place, but they haven't informed anybody of anything," said Michaela Shtilman Minkin, a senior. "I waited for the car for about an hour until I decided to call their office -- nobody picked up. It was really irritating since I moved another appointment just for that."

Nicole Sekula also contributed to this article.

TENNIS - PAGE 8

edge of the game who has given my a wide perspective of tennis at my level."

And at the end of the day, Tso said he simply loves tennis.

"You have yourself to congratulate or blame. This has taught me a great deal of inner strength and motivation, as well as given me discipline with regards to mental toughness and focus."

Tso sums his experience up like this: "I live, breath and sleep with tennis lingering somewhere in my mind. It brings out the utmost determination, enthusiasm, and willpower in me. It has always been something that defines me, and always will be."

Thank you to everyone who has supported the Musket this year. We hope you have enjoyed reading!

The Musket Staff

The Secret Life of Teachers: **What college did you go to for your undergrad degree?** || Smith College (*Dr. Damassa, earth science*) || Haverford

LHS juniors participate in DIWAN conference

■ Jonah Bader
News Editor

From March 25 to 26, two LHS students participated in the DIWAN: A Forum for the Arts, an Arab-American conference sponsored by the Arab American National Museum of Dearborn, Mich.

Taher Dahleh and Rami Benayad-Cherif, both juniors, went to New York City for the DIWAN conference, which was held at City University of New York. "Diwan" is an Arabic word that refers to a collection of poems.

The purpose of the biennial conference, as described by the AANM's website, is "to convene and generate a national dialogue among artists and academicians about the state of Arab American art." The focus on art encompasses all forms of art, including literary, visual, musical, and spoken art.

Photo courtesy of Jed Brandt/Arab American National Museum

LHS juniors Rami Benayad-Cherif and Taher Dahleh went to the DIWAN conference on March 25 and 26 in New York to participate in dialogue about Arab-American art.

Dahleh, who is fluent in modern Arabic, was contacted about the conference because of his past involvement with the Center for Arabic Culture of Boston. He discussed participating in the conference with Benayad-Cherif, who is also fluent in Arabic, and the two applied together and were accepted.

Many of the people at the conference were up-and-coming young Arab-American artists, though no one was younger than Dahleh and Benayad-Cherif. There was a wide range of ages, however, with some elderly Arab-Americans attending the conference.

"It was a valuable experience because we were the only kid presenters there," Benayad-Cherif said. "It puts us in a professional setting."

Working with Dahleh's cousin who attends Milton Academy, the trio gave a presentation on teaching Arab-American art in school. Then, they broadened the subject to incorporating Arab-American culture into the curricula of math, history and English classes.

Furthermore, they argued that Arabic could be offered as a foreign language class in more schools, as some schools in the United States already teach Arabic because of its im-

[CONFERENCE, page 8]

'Columbinus' was moving and intense

■ Katherine Mirani
Editor-In-Chief

After all the controversies surrounding LHS junior Emma Feinberg's production of "Columbinus," the play finally reached the stage at the Calderwood Pavilion in Boston on April 15, 16 and 17.

In a fascinating performance, Feinberg's cast managed to intersperse wit and heart as well as grief into the tragic story of the 1999 shootings at Columbine High School.

"Columbinus" was a minimal production — the sparse set consisted of a few blocks and a blackboard for projections, and the characters had no names. All were typical high school archetypes, such as the jock, the freak and the AP student.

Throughout the first half of the play, each character got the chance to monologue about the thoughts going through his or her head while the rest of the action froze.

Here, "Columbinus" revealed its most thought-provoking and powerful message: each monologue was full of angst and hidden pain, demonstrating that every high school student, no matter what his or her outside appearance, struggles with anger.

The humor and absurdity of high school also made it into the play, however. The play opened with the characters going through their morning routines while performing a rousing rendition of Katy Perry's "Firework." Even the killers (Eric Harris and Dylan Klebold, the only characters with names) had humorous moments, such as an awkward encounter where Dylan practices lines from "Romeo and Juliet" with a girl he likes.

In the second half, "Columbinus" turned much darker, using an actual 911 call and real testimony from Columbine High School to reenact the shooting in the library. Dylan and Eric faced the back wall of the stage, hitting the wall with their hands whenever the rest of the cast, sitting on the stage, said another person had died.

While extremely disturbing, "Columbinus" was a historically accurate, sensitive and moving play. It refrained from reducing the tragedy to a condemnation of bullying or a simple study of right and wrong. Instead, it presented

[COLUMBINUS, page 7]

collegebored

Eight lessons from the college process

■ Ally Engelberg
Columnist

1. How To Make Stuff Up

I am 18 years old and I am expected to know who I am, what I want to do, how I want to do it, why I want to do it at a certain college and why I deserve to do it there. That's a lot of stuff to make up.

2. How To Write Essays So That You Can Reuse Them

The grand total of essays I wrote, including the personal essay and the activities essay on the Common App, was 19. Please excuse me for five minutes while I doctor my essay for College A to fit College B.

3. How To Highlight Your Little League Trophies In The Best Way Possible

Yes, I've lived in Lexington all my life. No, I haven't started my own company. No, I haven't had a life-threatening experience. No, I haven't saved the world. No, I haven't cured cancer. No, I am not multilingual. Yes, I've won three – yes, that's right, three – Little League Championships.

4. How To Tell Adults You're Going to Hogwarts

I've fielded the dreaded question from parents I babysit for, my doctor, my dentist, my teachers, parents of kids I teach swimming to, my coach and just about all other adults who know that I am a senior in high school, even if they just met me. "You're a senior, huh? Where are you going to college?" A friend of mine taught me to respond with the phrase: Oh, I'm actually going to Hogwarts. It's great.

5. How To Tell A College You Never Wanted To Go There Anyway

Yeah? A rejection letter? You know what, you're saving me from four years of misery and a busted bank account in your honor. I would have hated it there.

6. How Unfair The World Is Sometimes

Here's the thing: I really thought I deserved it. I honestly thought I had what it took. And perhaps I still do, and it was a fluke, a bad day in the admissions office. Perhaps I do have it and I'm still going to get into my top choice school, as I was wait-listed in late March (I am, of course, perpetually waiting on this college). To keep a shred of my own personal dignity

[COLLEGE, page 7]

Staff photo by Arman Bilge

The Chairman (Luke Johnson) and members of the ensemble introduce the premise of 'The Mystery of Edwin Drood.'

'Drood' captured audience's attention and displayed talent

■ Tyler Vendetti
A&E Editor

"Drood," directed by Steven Bogart, premiered at Lexington High School on May 5, 6 and 7.

Based on Charles Dickens' unfinished novel "The Mystery of Edwin Drood," the musical follows the life of Edwin Drood (Michal Clayton) and his wedding plans with fiancé Rosa Bud (Libby Rosenfield).

After Drood's sudden disappearance, the audience votes on the fate of the characters.

Upon entering the theater, guests were greeted by many of the cast members, costumed and in character, explaining the role the viewers would play.

Throughout, interactions with the audience created an inclusive atmosphere.

Setting played a large part in establishing mood in each scene. Multicolored lighting allowed an easy change in feeling, such as eerie green lights during Princess Puffer's song "The Wages of Sin" and bright white flashes used at the dinner party to emulate lightning.

Well-crafted costumes and effective use of technology made the show all the more believable.

However, the most defining aspect of "Drood" was its open-ended plot.

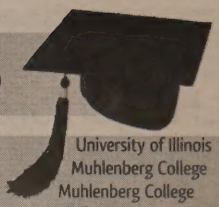
By the end of the story, one important question remained: Who murdered Edwin Drood?

To determine the answer, each of the prospective killers lined up

[DROOD, page 7]

College (*Mr. David, history*) || Trinity College (*Ms. Gilligan, English*) || Berklee College of Music (*Mr. Gable, music*) || Bowdoin College (cont.)

CLASS OF 2011 SENIOR DESTINATIONS



Abate, Amanual	Middlesex Community College
Abel, Alexander	Northern Arizona University
Abramson, Deena	Gap Year, Binghamton University
Abreu, Xavier	
Adamson, Harry	University of Vermont
Adamson, Simon	University of Pittsburgh
Adley, Sheridan	
Agnew-Wilkins, Markita	
Ahluwalia, Tara	
Akimchuk, Marissa	University of New England
Akmal, Fatima	Boston University
Al-Mazeedi, Yasmeen	University of California, Los Angeles
Alessandrini, Christopher	Harvard University
Almquist, Celanie	Loyola University New Orleans
Altman, Lee	Fordham University
Andre, Megan	Northeastern University
Arnow, Hannah	Tufts University
Asquith, Abigail	Syracuse University
Aster, Michael	University of Vermont
Ayala, Anthony	University of Arizona
Bachman, Grace	Wellesley College
Bacon, Noah	Gap Year, U. of Colorado, Boulder
Ballenthin, Thomas	Providence College
Bandarage, Dineth	Wake Forest University
Batty, Christopher	Rochester Institue of Technology
Beamon, Andrew	
Beaulieu, Paige	Suffolk University
Beja, Alexandra	Dickinson College
Ben-Horin, Michael	George Washington University
Benson, Alana	University of Vermont
Berger, Lucia	McGill University
Bernstein, Carrie	American University
Bhatt, Swetal	UMass Amherst
Blackett, Charles	Ohio Wesleyan University
Boeglin, Jarrett	Rennselaer Polytechnic Institute
Bollag-Miller, Russell	Gap Year, Skidmore College
Bond, Natalie	University of Vermont
Bonnell, Jason	UMass Boston
Bouchard, Amanda	Westfield State University
Bowers, Dylan	UMass Amherst
Bowling, Elissa	Tufts University
Bowman, James	
Boxer, Allison	Skidmore College
Bozkaya, Ayser	King's College London
Brami, Lizzie	Hofstra University
Brandao, Anice	Westfield State University
Breitenfeld, Sarah	Skidmore College
Brick, Jeremy	Vassar College
Bromberg, Lotte	University of Utrecht
Brown, Julia	Washington University in St. Louis
Buczkowski, Devon	Green Mountain College
Burger, Olivia	Skidmore College
Buschini, Lauren	Boston College
Butler, Christopher	Middlesex Community College
Bystricky, Anna	University of Oxford
Caloggero, Bryan	Middlesex Community College
Camp, Aly	University of Colorado at Boulder
Caouette, Andrea	Loyola University Maryland
Capino, Michael	Lasell College
Caporal, Jack	Michigan State University
Carabbio, Sara	Lesley University
Carlson, Cody	Gap Year
Carter, Lauren	Davidson College
Chan, Christopher	Rice University
Chan, Victoria	Northeastern University
Chang, Beth	Fordham University
Chang, David	University of Michigan
Chaulet, Shannon	
Chen, Nancy	McGill University
Cherepanov, Peter	University of Ottawa
Chin, Alaina	Framingham State University
Chirico, Noah	Middlesex Community College
Chirn, Alice	Boston University
Chiu, Gabriel	Boston University
Cho, Kevin	Georgia Institute of Technology
Choi, Jungmun	Mass College of Pharmacy
Choi, Shirho	
Choi, Taeho	
Chow, William	Syracuse University
Chun, Gregory	University of Connecticut
Churchill, Kelly	College of Central Florida
Cincotta, Olivia	New York University
Cohen, Beth	Wellesley College
Cohen, Nicole	University of Arizona
Cooke, Kayla	Villanova University
Cooper, Charles	Salem State University
Cormier, Elise	Northeastern University
Coste, Paul	
Counsell, Corinne	Georgetown University
Cramer, Charlotte	Skidmore College
Crampton, Peter	Carnegie Mellon University
Crittenden, John	Northeastern University
Cronin, Abigail	
Cummings, Callia	College of the Holy Cross
Curtis, James	Drexel University
Cyr, Mackenzie	New York University
Dahan, Nicole	Tufts University
Daley, John	University of North Carolina, Charlotte
Dasilva, Kevin	
Davidow, Matthew	Cornell University
Davidow, Rachel	Boston University
Davies, Fiona	University of California, Los Angeles
Davis, Alexander	College of Charleston
Del Nido, Elizabeth	Stony Brook University
Deng, Chelsea	University of California, Los Angeles
Denning, Joseph	Merrimack College
Deutsch, Joni	Ithaca College
Deveau, Matthew	Ithaca College
Digiovanni, Cristina	Quinnipiac University
Dillavou, Julia	University of Vermont
Ding, Andrew	Johns Hopkins University
Diramio, Rosato	
Dodson, Emily	Temple University, Tyler School of the Arts
Doh, Hansol	Cornell University
Donahue, Kathleen	
Doran, Mary	Hobart & William Smith College
Duffy, Kate	Cornell University
Duffy, Sean	Sacred Heart University
Dugan, Catherine	Pomona College
Durgapal, Sneha	Boston University
Easton, Laura	McGill University
Ellowitz, Cal	Carleton College
Embry, Derek	Georgetown University
Engelberg, Ally	Barnard College
Engler, Tyler	Georgetown University
Eriksson, Ari	Gap Year
Estey, Elizabeth	McGill University
Everett, Bridget	Westfield State University
Everett, Stefon	Johnson & Wales University
Eyraud, Juliet	Gap Year, Bowdoin College
Fager, Diana	Stonehill College
Feifke, Benjamin	University of Rochester
Fenn, Kelsey	Hartwick College
Ferrante, Alexander	Quinnipiac University
Ferren, Ryan	Middlesex Community College
Finch, Evan	Oberlin College
Fishman, Sarah	Connecticut College
Flaster, Natalia	Westfield State University
Flores-Hurlbert, Hunter	
Flori, Christine	Wheelock College
Flowers, Noele	New York University
Francisco, Elona	Massachusetts College of Liberal Arts
Frenchman, Elyse	New York University
Friedman, Julia	Florida State University
Fudenberg, Nathan	Carleton College
Fuery, Meghan	Mount Holyoke College
Gallant, Ryan	Bentley University
Gants, Michael	Harvard University
Gao, Wendi	Carnegie Mellon University
Garcia, Pedro	
Garimella, Kaustubh	Northwestern University
Garland, Adam	Brandeis University
Garland, Jared	Princeton University
Gazula, Abhilash	University of Michigan
Genova, Geoffrey	Middlebury College
Gens, Christopher	American University
Gertsenshteyn, Inna	Boston University
Giliberto, John	Boston College
Gilmette, Ryan	
Go, Keegan	Stanford University
Goemans, Raphael	University of Illinois
Goldberg, Hannah	Muhlenberg College
Goldberg, Jennie	Muhlenberg College
Golovcsenko, Simon	Kenyon College
Goolkasian, Olivia	New York University
Gordon, Julia	Elon University
Gordon, Trevor	Washington and Lee University
Gorry-Hines, Brigid	Hampshire College
Grainger, David	University of Maine, Farmington
Green, Jamie	Boston College
Grossman, Andrea	UMass Amherst
Guo, Vivian	Middlebury College
Guthrie, Charlie	University of Connecticut
Gutkin-Nicolas, Guillaume	Concordia University
Haidar, Ferras	UMass Amherst
Halperin-Goldstein, Sofia	Macalester College
Hamami, Efrat	University of Maine
Hammond, Caroline	University of New Hampshire
Han, Amy	
Hang, Jason	New York University
Hanson, Emily	McGill University
Hao, Scarlett	Tufts University
Haque, Aileen	University of Connecticut
Harari, Sophie	Oberlin College
Harden, Jaye	Oberlin College
Hart, Christopher	UMass Amherst
Hartfield White, Lasha	
Havan, Araz	UMass Amherst
Heilman, Jorie	University of Miami
Henrie, Conor	Bates College
Heretz, Phoebe	Gap Year
Herndon, Henry	University of New Hampshire
Hewitt, Austin	
Heyda, Lisa	Providence College
Heymann, Perrine	University of Pittsburgh
Hines, Diana	Connecticut College
Hirani, Amit	Massachusetts College of Pharmacy
Ho, Andre	University of New Hampshire
Hoffman, Abigail	Duke University
Holton, Emily	Lyndon State College
Hopkins, Jenny	Wellesley College
Howe, Joshua	Tufts University
Hsu, Courtney	Massachusetts College of Pharmacy
Hsu, Meghan	Rutgers University
Huang, Darwin	
Huckins, Brendan	Navy, Training at Great Lakes
Hui, Yim	UMass Amherst
Hunter, Matthew	Ohio Wesleyan University
Hwang, Inchul	
Hylek, Jessica	Boston University
Inouye, Alice	Drexel University
Inouye, Leif	Tufts University
Ioakimidis, Evan	UMass Boston
Jackan, Charles	Cornell University
Jaw, Leslie	Northeastern University
Jeong, Kate	Emory University at Oxford College
Jick, Stephen	Gap Year, Hampshire College
Johnson, Michelle	Bowdoin College
Johnson, Steven	University of British Columbia
Jones, Samuel	Union College
Joseph, Michon	Penn State Mont Alto
Kam, Vanessa	Massachusetts College of Pharmacy
Kaminski, Elena	UMass Amherst
Kane, Adam	University of Rochester
Kang, Ha-young	MIT
Katsarakes, Kiki	Colby College
Katzelnik, Yonatan	Northeastern University
Keller, Rebecca	Stony Brook University
Kelley, Elizabeth	Johnson and Wales University
Kelley, Jarrett	University of Vermont
Kelly, Emily	George Washington University
Kenny, John	UMass Amherst
Kenny, Michael	UMass Amherst
Kerper, Allison	Hamilton College
Khan, Nawal	UMass Lowell
Khasnabish, Inrava	
Kim, Eun Kyung Ellen	University of Pennsylvania
Kim, Andrew	New York University
Kim, Lana	UMass Amherst
King, Austin	Tulane University

The Musket is proud to present Senior Destinations, our annual compilation of the various plans for the graduating Class of 2011. This information has been compiled to the best of The

Kinsey, Neda	Salem State University
Knecht, Abigail	Brandeis University
Kofoed, Colby	Sacred Heart University
Koso, Lindsay	Wheaton College (MA)
Kozin, Connor	Duke University
Krant, Dan	
Kumar, Pooja	Swarthmore College
Kwass, Sophie	University of Vermont
Lai, Dingwen	University of Pennsylvania (Wharton)
Laikhter, Elizabeth	Emory University
Lawler, Timothy	Boston University
Leader, Benjamin	Pitzer College
Lee, Jinjoo	UMass Amherst
Lehmann, Julia	Northeastern University
Leonelli, Kristen	Suffolk University
Levin, David	
Lewis, Clyde	
Lian, Carl	MIT
Lieber, Alexander	Franklin & Marshall College
Lienhard, Jasper	
Lin, Jessica	University of California, Berkeley
Liu, Nina	Cornell University
Ljungberg, Lovisa	University of Toronto
Lloyd, Emily	
Lo, Jessica	UMass Amherst
Lockett, Omar	
Logan, Heather	University of Michigan
Luther, Herman	Washington University in St. Louis
Lyubetsky, Yaakov	Carnegie Mellon University
Ma, Sean	UMass Amherst
Macklis, Sarah	Gap Year
Macneil, Cameron	Pace University
Magauran, Dean	Boston University
Magembe, Bridget	Hofstra University
Mani, Kiran	Boston College
Manoharan, Vickram	Wentworth Institute of Technology
Marcal, William	Brown University
Marcantonio, Eric	Lasell College
Marques, Joseph	Bates College
Marqusee, Alison	Gap Year, Haverford College
Martel, Matthew	UMass Amherst
Martell, Abigail	Rhode Island School of Design
Marx, Hallel	Lesley University
Masseri, Krystal	Merrimack College
Massie, Jonathan	Middlesex Community College
Masterson, Emma	Saint Louis University
Mathis, Michael	Daniel Webster College
Mattingly, Aviva	Bowdoin College
Mazur, Andrew	Loyola University Maryland
McCartin, Michael	McGill University
McDonald-Games, Alice	New York University
McGrath, Marianna	Emmanuel College
McLaren, Karlisha	Lynn University
McLean, Zachary	
McNabb, Meghan	Plymouth State University
Meadow, Gabriel	
Medeiros, Christina	Boston University
Meister, Catherine	Framingham State University
Mendelsohn, Andrew	Tufts University
Menon, Surya	New York University
Michelson, Sarah	UMass Amherst
Mirani, Katherine	Northwestern University
Mistri, Murti	UMass Boston
Mock, Daniel	Carnegie Mellon University
Molgaard, Andrew	Bryant University
Moloney, Allison	Saint Michael's College
Monovoukas, Demetri	Harvey Mudd College
Mooney, Matt	Endicott College
Moran, Nathan	Ithaca College
Moran, Troy	George Washington University
Morrison IV, Lyle	Ithaca College
Muhammad, Hakim	
Murphy, John	Wentworth Institute of Technology
Muszynski, Kevin	College of the Holy Cross
Nair, Ronak	Boston University
Najarian, Amy	University of Tampa in Florida
Napier, Wally	Tufts University
Nardella, David	University of New Hampshire
Navia, Andrew	Boston University
Nesline, Dennis	University of Maryland, College Park
Novelline, Joshua	
Nurul-Perez, Tahj	
O'Connor, Jacquelyn	Boston College
Oh, Jessica	University of California, Los Angeles
Oh, Jinah	Connecticut College
Oliveira, Luan	
Omeragic, Leyla	McGill University
Orduna, Gabriel	University of Wisconsin, Madison
Orlov, Juliana	University of Rochester
Osher, Benjamin	Bowdoin College
Pachter, Sarah	American University
Padmanabhan, Divya	Emory University
Pai, Hao-Kai	Harvard University
Pakyari, Dastan	Syracuse University
Palmer, Clara	Salem State University
Panak, Oliver	Rhode Island School of Design
Pandit, Alisha	Bryn Mawr College
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Park, Juhee	Brandeis University
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Patel, Tara	Bates College
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Pimentel, Marcos	Anna Maria College
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Pinto, Kyara	Bunker Hill Community College
Previte, Anthony	Worcester State University
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Psyhojos, Marika	Wellesley College
Psyhojos, Sophia	Cornell University
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Qin, Wilson	Harvard University
Raberg, Liana	Lawrence University
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Rask, Louise	Boston University
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Rhodin, Matthew	Syracuse University
Richkin, Oren	Dickinson College
Rios, Jordan	Mount Holyoke College
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Roizin, Emily	Scripps College
Romansky, Olivia	University of Pittsburgh
Ross, Abigail	Suffolk University
Rossi, Mary	University of New Hampshire
Rowe, Scott	Sacred Heart University
Rutila, Kathryn	Northwestern University
Ruxin, Scoop	Swarthmore College
Saha, Samrat	Boston University
Samia, Derek	Suffolk University
Sandeep, Neha	Tufts University
Saveriano, Emma	Fairfield University
Schatz, Keren	
Schembor, Erik	Rennselaer Polytechnic Institute
Schirripa, Peter	Saint Anslem College
Scott, Allison	Columbia University
Seaward, Rachael	University of Edinburgh
Segall, Samantha	Emory University
Segreve, Brian	Suffolk University
Seon, Yoona	Carnegie Mellon University
Sharma, Benjamin	Wheaton College (MA)
Sharma, Matthew	Swarthmore College
Sheehan, Timothy	Union College
Sheffield, Kayla	Middlesex Community College
Shih, Elizabeth	Northeastern University
Shin, Young Jae	College of Wooster
Shtilman-Minkin, Michaela	UMass Amherst
Sibert, Catherine	Rennselaer Polytechnic Institute
Silberman, Benjamin	Union College
Singh, Roman	George Mason University
Singh, Sanjana	Scripps College
Slosar, Louisa	Princeton University
Smith, Drew	Northeastern University
Smith, Max	University of New Hampshire
Snellings, Quincy	Bates College
Soliman, Michalyn	Emmanuel College
Solomon, Jill	Bentley University
South, Michael	Hofstra University
Sparrow, Kaitlin	Northeastern University
Srinivasan, Nikhil	Rennselaer Polytechnic Institute
Steele, Catherine	Keene State College
Stewart, Adrian	Colorado State University
Stocki, Joseph	Marines
Strominger, Miranda	Stanford University
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Suo, Michael	Harvard University
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Tai, Angela	Smith College
Tambor, Matthew	University of Mississippi
Tang, Victoria	Tufts University
Tanner, Adrian	Boston University
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Wang, Andrew	UMass Amherst
Wang, Flora	Brandeis University
Wang, Jason	UMass Amherst
Wang, Joanna	UMass Amherst
Weinronk, Hannah	UMass Amherst
West, Michael	University of Oxford
Wilson, Geargin	Case Western Reserve University
Wilson, Taylor	Hofstra University
Wobbe, Benjamin	Norwich University
Wolfe, Hannah	Bennington College
Wong, Eliot	Carnegie Mellon University
Wong, Eric	Carnegie Mellon University
Woodhouse, Ryan	Boston College
Woods, Shannon	Marymount Manhattan College
Wright, Caroline	Eckerd College
Wright, Spencer	
Wu, Preston	Boston University
Yang, Lanbo	Vassar College
Yeboah, Kathryn	
Yehia, Salma	Boston University
Yoon, Daniel	Cornell University
Yunus, Arga	Boston University
Yurkevicz, Amy	Vanderbilt University
Zang, Perry	Bentley University
Zarba, Vanessa	Boston University
Zhang, Wanying	McGill University
Zhao, Dawei	Wake Forest University
Zheng, David	McGill University
Zibaitis, Lukas	University of Toronto
Zornoza, Lucas	Skidmore College
Zuccaro, Rudy	
Zuo, Catherine	MIT

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La vie en France: Time for au revoir

■ Zoe Wood
Columnist

The last article! At the risk of being cliché, I would just like to say, I cannot believe how fast this year has gone by.

No more than a month remains before my 67 classmates and I fly home to resume our American lives. The amazing thing is, all 68 of us have managed to create a very full life for ourselves here that has very little to do with the life that we lead "at home."

Of course, this "new life" begins and ends with our host families. These are the people who see us at our worst and at our best. These are the people to whom we turn to describe triumphs and defeats, frustrations, and embarrassing episodes. These are the people who we wake up with, who force us to eat excessive amounts of breakfast, who demand that we wear a coat when it's cold.

The host family is the group of people who, as the year progresses, shows concern when we are sad, and becomes excited at our joy.

And, in turn, we find ourselves growing accustomed and attached to them. We see their hair in the morning. We hear about their good days and their embarrassing episodes. We are happy at their happiness.

Of course, while the host family is a large part of life here, it is not all encompassing. A good friend of mine swims seriously on a swim team. With this team she has traveled all over France for various competitions, and her teammates have become some of her closest friends.

Another friend, who plays the cello, plays on the street every Saturday morning at the market. There, she has gotten to know the "regulars," who have gotten to know her as well.

There are those who play on soccer teams, those who sing in choruses, those who frequent certain cafés and become friends [FRANCE, page 7]

Senior Art Show showcases student creativity

■ Julia Sun
Staff Writer

Staff Photo by Arman Bilge

Ceramic sculptures, drawings, collages (seen above), and more were all displayed at the second annual Senior Art Exhibit on April 27 at the Lexington Public School's Art Gallery.

For LHS seniors, the second annual Senior Art Show is an exhibit for their artwork to be featured, from both high school art courses and extracurricular sessions.

Throughout each of their four years, each of the roughly 40 seniors participating has created their own individual works of art, which they have an opportunity to present to the Lexington community on April 27 at Lexington Public School's Central Office.

Each senior has one panel to decorate and fill up with artwork from a variety of media, from drawings and paintings, to ceramics and sculptures, as well as photographs and books. Every type of media art class that LHS can offer is represented by the students participating in the show.

During the exhibition period, there were also comment booklets set up in front of each artist's work for visitors to write feedback for the collage of artwork. This way, each senior has the opportunity to receive compliments, criticisms and fresh perspectives that will help them view their own art.

Having started only last year, the art show has been considerably successful.

When asked if she would recommend future seniors to participate in the show, Cara Bean, coordinator of the Senior Art Show, said, "I wholeheartedly recommend future seniors to become a part of this exhibit. So often at high school classes can become about getting good grades and putting together an application for college. The purpose of the Senior Art Show is to let art exist for the sake of what art truly is, communicating human expression."

In addition, the art show gives hard-working seniors a chance to travel beyond their own artwork. They will have an opportunity to appreciate other classmates' hard work.

Each student can also be proud of their hard work and have an opportunity to show the rest of the community the results of immeasurable time and effort.

John Crittenden, a student exhibiting his works, said, "It's not often that our school allows the chance for students with an interest in visual arts to have their capabilities shown, so this exhibit will definitely give seniors a chance to put forth what they've done over the years."

Those are not the only reasons, though, that seniors are participating.

"I am doing the senior art show because I love to do art, and the show is a medium of expressing some of the art that I have done over the years," Sanjana Singh said.

Every artist has worked hard on their panel of artwork. From rigorously concentrating during class to staying afterschool for finishing touches, students had to endure stress and toil to achieve the productions they are presenting to their fellow artists and to the Lexington community.

"I want each student's unique vision to be celebrated by the larger community. I love my students so much and am so proud of the work in this show," Bean said.

New superhero movie 'Thor' is action-packed and uses special effects to appear compelling

■ Jeffrey Tsang
Staff Writer

Photo courtesy of Marvel Studios/ Paramount Pictures

"HAMMAH! HAMMAH!!" That's what a Norse god sounds like after you've stripped him of his powers, banished him to live amongst us mortals and hit him with a truck in Kenneth Branagh's action film, "Thor," starring Chris Hemsworth, Natalie Portman, Tom Hiddleston, Anthony Hopkins, and Stellan Skarsgard.

Since the days of the Viking, there's been an uneasy peace between the Frost Giants of Jotunheim and the Norse gods of Asgard.

This peace is the result of an epic war where the Asgardian warriors led by Odin (Hopkins) took the Frost Giants' source of power, the Casket of Ancient Winters, and forced their king, Laufey (Colm Feore), into submission.

More than a thousand years later, Thor (Hemsworth) is about to be inaugurated as the new king of Asgard. In his moment of triumph, the kingdom is stealthily infiltrated by three Frost Giants whose attempt to steal the Casket of Ancient Winters is foiled.

Thor, infuriated by the disturbance, travels to Jotunheim with his brother, Loki (Hiddleston), his friend, Sif (Jamie Alexander) and the Warriors Three (Ray Stevenson, Joshua Dallas and Tadanobu Asano).

There, they confront Laufey. Ultimately, their verbal exchange turns to a brawl that ends when Odin interferes. The peace has been broken.

For his arrogance and irrational provocation of war, Thor is deprived of his hammer, Mjolnir, and exiled to Earth where he is hit by a truck driven by Jane Foster (Portman), her assistant Darcy Lewis (Kat Dennings) and her mentor Dr. Selvig (Skarsgard).

Humbled, Thor starts his journey for redemption and to reprove his worthiness so that he may return to Asgard.

Branagh, who has directed various Shakespeare projects, does a great job unfolding the deep mythology of Thor.

Unlike the current trend of superhero films that attempts to ground the origin stories of the superhero in reality, Thor exists in an entirely different reality that is far more fantastic than our own.

Using a combination of interestingly composed shots and computer-generated imaging, the world of Asgard could never have looked more epic.

Just like other Marvel films, there are cameo appearances by other characters that exist in the universe.

While these appearances seem to simply be subtly promoting the coming of the Avengers movie in 2012, they're still exciting to find for fans of the Marvel universe.

The film's story arc and Thor's characterization as the pretentious, boisterous warrior aren't anything new or unpredictable, but the quirky characters and funny dialogue keep the film from failing or becoming boring.

Walking into the theater, I didn't have high expectations for a superhero with flowing blonde locks, but ultimately, "Thor" is a fun film that dazzles with its visually spectacular landscapes and its telling of the new Marvel's hero's epic mythological origins.

Thor receives 7 tased Norse gods out of 10

DROOD - PAGE 3

onstage, including the short-tempered Neville Landless, the jealous John Jasper and the drunken Durdles.

Each was given a poster board displaying a number. The other actors flocked to the aisles to poll audience members on which character was the culprit.

Whichever character received the most votes would act out a pre-determined script labeling them the murderer.

What is remarkable about this process is the sheer number of endings for which the cast prepared. Each of the seven suspects (Jasper, Helena, Rosa, Durdles, Neville, Bazzard and Princess Puffer) was required to memorize their own personalized final scene, not knowing until the end of the show whether or not they would perform it.

The unpredictable structure of the show worked well, demonstrating the actors' flexibility and skill. While the "play within a play" may have been initially confusing for some, the excellent performances from each character always kept the audience entertained. From Brick's riveting song "A Man Could Go Quite Mad" to Jackson Thea's refreshing "Never the Luck" solo, the musical pieces in "Drood" tied the production together.

Additionally, the actors' enthusiasm added to "Drood's" authenticity. Audience members could easily connect with the personalities of the characters.

"Drood" will surely be remembered as one of Lexington High School's best musicals.

COLLEGE - PAGE 3

and self-confidence, however, what else can I do but chalk it up to an unfair world and move on?

7. How to Worry When You Shouldn't

I have spent the last eight months worrying, but I should have listened when people told me not to. Everyone told me not to worry because things will work out. I hate to say it, but everyone was right. For 98 percent of college-bound students out there, things will work out. The other 2 percent can transfer.

8. How to Choose

Last but not least: the final hurdle, the last step, the ultimate decision. It's surprisingly easy when the choices are so aptly boiled down for me after such a bout of wait-lists and rejections. But all jokes aside, I am excited and happy to finally make a decision, put it on Facebook and be done with it. Go Barnard Class of 2015!

COLUMBINUS - PAGE 3

the many questions Columbine brings up — about gun control and computers, pop culture and parental responsibility, about the way we treat each other — and left the audience to answer them.

"Columbinus" was canceled at Lexington High School for the graphic violence and harsh language that it portrayed.

None of that, however, stops me from recommending this play to all high school students and those who live and work with them.

High school is difficult for everyone in some way — whether it be academically, socially, emotionally or all three — and this play reminds us that just by treating each other with respect and dignity we may be making the greatest possible step toward preventing another Columbine.

FRANCE - PAGE 6

with the waiters. There are those who play in jazz bands, those who take ballet classes and two who absolutely adore the belly dancing class that they have attended since the beginning of the year.

As I watch these networks develop, I think back to the awkward group of gawky, out-of-place Americans we were when we first came.

Somehow, we all managed to slip seamlessly into life here, to establish a network of friends and commitments. We have all found ourselves to be quite adaptable.

I have been quite lucky – the two families for whom I babysit found me, as did the two girls to whom I give English conversation courses. That makes 11 people who I didn't know last year who are as of now quite important to me. I had to put in more effort to find my soccer team, but that was entirely worth it.

Then, of course, there are the little things that we notice but don't necessarily remark upon. Everyone knows the woman who sings to herself on the bus and the man who walks around with a cat stretched across his shoulders.

All of us have neighbors who we wave to upon arriving home, our respective bus schedules programmed into our heads, and for me, a time every night when my host mother cuts the Internet and draws all the curtains.

Nine months has been enough time to let all that was new and thrilling about "France slowly melt into habit, and our busy lives here lead us daily in and out and around this little city that we have all come to know so well.

RETIREMENT - PAGE 1

"His retirement is sad in itself because he has been teaching at LHS for the longest time, and, as many posters on his Facebook group have said, he was their inspiration to become Latin teachers or study Latin in college," said Dena Guo, a junior in Fiveash's Latin III class. "I can't imagine students at LHS taking Latin without Fiveash."

Bogart is moving on to teach part time at the University of New Hampshire to lead its new drama program.

"I have a painting exhibition in Virginia in the fall, and I also have two Broadway producers looking for a project for me to direct, and a project with the Theatre for a New Audience in New York City scheduled for 2013," said Bogart.

Currently, Girondel and Fiveash do not have any ideas about what they are going to do in the future.

"Doc and I would love to train teachers in ActivBoard technology, but we have no plans at this point," said Girondel. Fiveash has also expressed an interest in teaching adults.

By retiring, these teachers are leaving behind things that they love to do.

"The excitement of going to school every day, the collaboration with students to teach and learn, my ActivBoard, and my colleagues who share a passion for the classroom are just some of the things I will miss," said Girondel.

Fiveash said that "[It's] being a small but contributing part of something larger than myself in which I believe passionately and which I love doing."

"I will miss creating art with my students, but I will always be a teacher, and I cherish the experiences I have had with students," said Bogart.

THANK YOU

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FLEXIBILITY- PAGE 1

policy.

The Committee was composed of Cohen, Janet Almeida, Anne Chavez, Jessica Gochman, Annmarie Meuse, Katelyn Riley and Robin Strizhak. Starting last November, the committee discussed possible plans, looking to other schools for inspiration.

In March, the committee presented two proposals to the faculty, who voted to approve the Flexibility Policy. Students will now be able to ensure that they take no more than two assessments on a given day.

The policy regulates any assessments or graded assignments that require more than 20 minutes of class time or more than 45 minutes of homework time, which includes tests, essays and projects.

Also, teachers may not schedule more than one major assessment a week during the last two weeks of a quarter.

Committee member Meuse emphasized the benefits of increased student-faculty communication.

"I anticipate that it will work really well," she said. "I think it has really strong points in that it gets the students involved and gives the students some ownership of their education."

Almeida added that the policy will "promote self-advocacy" of students, which she called "a life skill."

Cohen is optimistic that the plan will be successful.

"It allow[s] some flexibility to be used by some very smart people -- the kids and the faculty -- so this is not a group of people who can't make something work," said Cohen. "By and large, I understand that it has worked. Where it doesn't work is when people are not honest, when a student goes to a teacher and tries to play it."

Students received the plan with mixed reviews.

"The new Flexibility Policy is interesting and definitely helpful, and I would use it," said Lin. "The problem with it is that it can be used in the wrong ways, which would cause mistrust between teachers and students."

At the end of the school year, students and faculty will evaluate the new policy in order to determine if it should continue.

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2010 - 2011

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Arab-American Conference

[CONTINUED FROM PAGE 3]

portance in the business world.

"We [Arab-Americans] are only 0.42 percent of the population, and what that means is it's not feasible to impose our culture in school," Benayad-Cherif said. "But art is one of the best mediums to portray a culture, and I think that because we are fighting three wars in the Arab World, people need to understand the Arab-American population at home."

The group suggested specific ways to implement changes in school, such as having English classes read "The Prophet" by Arab-American author Khalil Gibran. This book, published in 1923, is one of the best-selling books in history and is widely acclaimed.

Dahleh said, "Because there is so much Islamophobia and anti-Arab sentiment in some areas of the U.S., it is reasonable that students study the roots of conflict in the Middle East and the history of Arabs in the U.S."

Dahleh pointed out, however, that 77 percent of Arabs living in the United States are Christians.

Along with these three high school students, on their panel were author Randa Jarrar and a group working on making comic books in different languages.

After the presentation of each, there was an open discussion about the panel's comments.

"It was interesting to see the room for interpretation in the public school standards," Dahleh said.

Besides giving their own presentation, Dahleh and Benayad-Cherif also had the opportunity to attend performances and presentations of prominent young Arab-American artists.

"This was a rewarding experience," Dahleh said, "because we were able to be exposed to different Arab-American artists and understand how their work ranges from political commentary to the daily life of an Arab-American in the U.S."

Dahleh and Benayad-Cherif were pleased that they were able to attend the conference and engage in the dialogue and discussions on including more of their culture in public education.

Tennis player Ben Tso is nationally ranked

■ Hoda Yehia
Staff Writer

Most high school kids have heard of the greatest sport champions in the world and dreamed of earning grand titles just like them.

Lexington High School freshman Ben Tso doesn't need to dream, however. He has already been dubbed a national tennis champion at age 15.

Last August, Tso participated in the 14-and-under age group national tennis tournament in San Antonio, Texas, and won.

He also made finals at the Clay Court National tennis tournament in Delray Beach, Florida.

Currently No. 1 in New England for 16-and-unders, Tso, after winning the tournament in Texas could not be happier.

"After winning, I was extremely happy, but above all I was grateful for my chance to play tennis and [for] everyone that had helped me on my road to success," Tso wrote in an email.

Tso has also won Sectionals in New England for the past three years. As a 12-year-old he was ranked seventh in the nation, and ranked fourth out of 192 in a level 1 national tournament.

Starting at age 4, Tso's mother signed him up for tennis at various clinics such as Boston Sports Club, the Weston Raquet Club and the Natick Raquet Club.

In general, Tso said that tennis was never a challenge for him.

"I had a natural passion and natural talent for the sport," he said. "I always played with the older kids at a young age."

Currently, Tso plays with the New England Academy of Tennis at the Natick Racquet Club.

There, he practices about one to three hours a day and has private lessons with his personal coach.

He also does three hours of physical training a week, participates in two sectional tournaments a month and competes in around eight national tournaments a year. Tso sums up his schedule as "insanely busy."

Now in high school, Tso has been trying to keep up with his schoolwork and still make time for friends.

"I try to stay ahead of my homework assignments by completing what I know will be assigned as soon as possible," he wrote.

Photo courtesy of Peter Z. Mahakian

Having a social life can be difficult, however. "The number of times I have said I can't do this or I can't do that with friends because of tennis is innumerable."

Tso also has a large support group that has been a major factor in his success.

"My family has supported me 150 percent and gives me the determination to get better," he said. "[Also,] my coach is an incredible man with a great knowl- [TENNIS, page 7]

As the school year comes to a close, students turn to sports for amusement

■ Zach Sabin
Sports Editor

Most students think of summertime as a time for friends, family, and fun.

For some students, however, summer is a time when one cracks down, works hard and wakes up early.

More and more student athletes are playing sports during the summer, from the mainstream to the obscure.

What motivates these students to get out and get dirty during their off time?

For some it's simply a matter of improving their sport.

Connor Zanin, a junior on the lacrosse team, said that he wants to "get better and lax it up" during the summer.

Martin van Mierlo said that he plays on the ultimate summer team because he didn't want his "skills to dull on the off-season."

In order to improve, one can't just play pickup occasionally. These student athletes play at a high level, with intense schedules and demands.

Some teams feature players from multiple towns, playing in large tournaments against other local teams.

Photo courtesy of Martin van Mierlo

Keegan Go passes during an Ultimate Frisbee game, which is one of many sports that students play during the summer.

Some teams such as Ultimate Frisbee have "multiple games in a week and one or two practices" said Noah Coolidge, a junior who plays on the team.

As well as a being a fun way to pass the time during the summer, students said that it added structure and made them feel productive.

Van Mierlo said that it "is nice to have something to do for the odd weeks that one is in town."

Pathik Sen, a captain of the LHS cricket team said that the team is "enjoyable for sure" and a good way of seeing friends that one might not see otherwise.

Players agree that summer is a great time to hone their athletic skills while still enjoying their vacation. The LHS coaches should be excited to be working with these dedicated students and players, especially after improving over the summer.

New boys' volleyball team starts strong

■ Anisa Haque
Staff Writer

Lexington High School's newest sports team, junior varsity boys' volleyball, is off to a great start with an undefeated record.

The team was created and coached by Jane Bergin. Of all the boys who tried out for the new team, 13 made the cut.

They have been training hard together to "make [LHS] history with every win" said Evan Zhang, a sophomore.

Team members expect the sport to grow in popularity as the season goes on and as more people come to their games and see what the team is all about.

There are some who did not want to try out for the newly formed team this year, despite their curiosity, thinking that the sport wasn't challenging enough or that it was too uncommon.

To that, Zhang said that those who think of boys' volleyball as a "lesser" sport hold that opinion because they "haven't witnessed a true game of competitive volleyball" yet.

Boys' volleyball as a sport has actually had a growing presence throughout the United States over the years. In a national survey taken from 2004 to 2008, high school participation in boys' volleyball actually increased from about 42,000 members to almost 50,000 -- a nearly 20 percent increase nationwide.

Anyone can try out for boys' volleyball next year. Although more than 30 people tried out this year, next year there will be more positions available for students who are interested because a varsity team will be added.

Boys who want to try out do not have to play volleyball year-round or have prior experience with the sport. Many of the current members of the team played other sports such as soccer and basketball this year and are new to competitive volleyball.

Boys' volleyball is not like gym class volleyball. These players are competitive and athletic and are motivated by an excellent beginning to their season.

Anyone with some extra time after school could check out one of their games.